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AES REPORT

SURVEY OF JOB-RELATED ATTITUDES  
OF DDP-BOUND CAREER TRAINEES



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Prepared in Conjunction with the Task Force  
on Systems Analysis of Psychological Data  
Pertaining to Career Trainees

Office of Medical Services  
Assessment and Evaluation Staff  
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SURVEY OF JOB-RELATED ATTITUDES OF DDP-BOUND CAREER TRAINEES

ABSTRACT

A comprehensive attitude survey consisting of a 69-item questionnaire and four open-ended questions was administered at  to 70 DDP-bound CTs who had just completed the Operations Course, Phase I; 50 CTs in this group had previously taken O.C. II. Analyses of results indicated that this group has good morale and a high degree of confidence in the management of the CT Program. Respondents were nearly unanimous in expressing pride in being in the CTP.

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Attitudes toward selected aspects of the training experience were generally mixed. Thus, for example, half of the sample agreed that the training program was often "dull and monotonous" and sizeable minorities commented unfavorably on the degree of intellectual stimulation provided by the program (28%) and intimated that there should be more on-the-job and less formal training (43%). On the other hand, fewer than 10% disagreed with the statements "I'm really doing something worthwhile in the training program," and "I can learn a great deal in this program."

More than 75% of the class said there was a feeling of uncertainty among CTs. Nearly two-thirds claimed they did not have a clear idea of what they'd be doing after training; equally large majorities agreed that there was a lack of knowledge about how decisions affecting CTs were made and about how

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they stood in the program. In general, the nature of the assignment system and the provisions or lack thereof for feedback and evaluation came in for a rather considerable amount of unfavorable comment, particularly in response to the open-ended questions.

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SURVEY OF JOB-RELATED ATTITUDES OF DDP-BOUND CAREER TRAINEES

BACKGROUND NOTE

The topic of job-related attitudes of Career Trainees is one which the Task Force for Systems Analysis of Psychological Data Pertaining to CTs regards with considerable interest. Although by all estimates an area of inquiry of singular promise, attitudinal research on Agency CTs has been fragmentary and limited. The research reported in this paper represents the Task Force's first substantive effort in this relatively unexplored area.

This report describes in detail the results of a general audit of attitudes of DDP-bound CTs toward the Career Training Program.<sup>1</sup> It is hoped that this information will contribute to management's assessment of and response to CTs' needs, problems, and concerns.

Present research plans call for analyses of relationships between CT attitudes and test performance on the one hand and job and training performance on the other. Additional research will concern the attitudinal factors relevant to CT applicants' decisions to accept or decline appointments to the program. These developments will be primary concerns of the Task Force in the coming reporting period.

QUESTIONNAIRE

The questionnaire consisted of 69 multiple-choice questions followed by four open-ended or free response items. These materials were developed by

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<sup>1</sup>We are grateful to C/CTP [ ] for their cooperation in the data collection phase of this research.

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AES Research Branch in cooperation with the staff of the CTP.

The format and content of the questionnaire followed closely that of one of the most highly regarded employee attitude inventories in general use today. This approach provided the basis for a reasonably detailed analysis of CT attitudes in the following topical areas:

- 1) Provisions for Feedback, Evaluation, and Assignments
- 2) Adequacy of Communication
- 3) Pay and Benefits
- 4) Identification with Agency
- 5) General Reactions to Training
- 6) Confidence in Management
- 7) CT Staff-Trainee Interpersonal Relations
- 8) Relationships among Trainees

We did not try to get at the attitudes of CTs toward specific aspects of the training per se. Thus, we did not include questions about such things as adequacy of instruction, hours, emphasis on school solutions, comparisons of courses and instructors, and evaluations of methods of training -- lectures, seminars, etc. However, the four open-ended questions did give the CTs an opportunity to focus on issues particularly salient to them, on the strengths and weaknesses of the program, on recommendations for specific changes.

The complete questionnaire with instructions and answer sheet may be found in Appendix A.

#### SAMPLE

The sample surveyed consisted of 70 male CTs who had completed, at the

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time the questionnaire was given, either Phases I and II (N=50) or Phase I alone (N=20) of the Operations Course. Thirty-one per cent of the sample were Internal CTs and 69% Externals.

## ADMINISTRATION

The questionnaire was administered to trainees at  at a specially called group meeting. These trainees had just completed OC Phase I, and, as mentioned above, some had previously had OC II, while others were soon to start Phase II. The reversal in the usual OC sequence for some resulted from an unavoidable scheduling constraint. Two days prior to the group meeting, the CTs had been informed that an attitude survey would be conducted by OMS. The point was made that "no one on the CT Staff, or for that matter, no one in a position to make decisions about you as individuals, will ever see any of the answered questionnaires. We are only interested in how groups of trainees feel, not in individuals."

Respondents were given the option of identifying themselves or remaining anonymous. They were urged, however, to identify themselves so that analyses of relationships between attitudes and other data may be made. Fifty-nine of the 70 CTs gave their names. Again, every assurance was given to the trainees that their completed questionnaires would be seen only by the OMS researchers and that under no circumstances would an individual be identified with his particular responses.

In introducing the attitude survey to the CT group, every effort was made by the researchers to create an appropriate psychological climate. The

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desired climate is one in which trainees feel the survey is important to them and in which they are willing to use care, thought, and candor in answering questions. It is our opinion that such an atmosphere did prevail during the administration of the questionnaire.

### ANALYSES

Two points need to be made with regard to the discussion and analyses of questionnaire data in the following RESULTS section. First, we have tried to achieve perspective and balance in our commentary by interpreting the data from both the closed and open-ended sections of the questionnaire in light of the degree of consensus they represented. Exclusive attention to one or the other of these sections would have produced a biased picture. (Typically, more extreme and negative attitudes were expressed in response to the open-ended questions, but statistically speaking, only limited consensus on what constituted areas of major concern was evident.)

The second point we wish to make is that our discussion of attitudes is organized around a small number of topical areas (e.g., Pay and Benefits, Confidence in Management, Adequacy of Communication). We hasten to add that these areas were defined after the fact in terms of rational clusters of questionnaire items. The item clusters and the labels we have assigned to them reflect but one point of view; other meaningful clusters and labels are possible and no doubt equally defensible.

### RESULTS

Appendix B contains the complete distribution of responses to the

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69 items of the attitude questionnaire. The items have been grouped under the rational clusters discussed above and the response judged most favorable or positive has been indicated with an asterisk. Two AES psychologists working independently determined the direction of "favorable" and "unfavorable" responses for each item. A favorable response is defined as one which indicates satisfaction with, or a positive regard for, existing practices, conditions, programs, etc. The psychologists agreed on the direction of the favorable responses for 65 of the 69 items. For four items the polarity of the attitude scale was not clear.

#### I. General Reactions to Training

Reactions to the training program may best be characterized as mixed. Although half of the sample agreed that the training program was "often dull and monotonous" and 43% felt that there should be more on-the-job and less formal training, nearly all CTs surveyed replied that they could learn a great deal in the CTP. Moreover, approximately two-thirds of the group saw the relevance of the training to long-term Agency careers (only 5% did not), and said they were really doing something worthwhile in the training program (9% did not). Less encouraging, a sizeable minority of CTs commented unfavorably on the restricted freedom they felt in regard to using their own judgment in training (42%) and on the degree (too little) of intellectual stimulation provided (28%). Finally, most of the CTs reported they neither felt that too much pressure was on them as trainees nor that too much work was required from them.

The above findings regarding reactions to training should be interpreted

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in light of the time of administration of the questionnaire; respondents had been in continuous training for twelve or more months and hence training "fatigue" may have biased their point of view.

## II. Pay and Benefits

CT attitudes in this area ranged from moderately unfavorable (toward pay) to moderately favorable (toward benefits). A majority of CTs (58%) felt that pay here was lower than in comparable outside programs and a sizeable minority (40%) agreed that their salary was not enough to live on comfortably. These findings by themselves do not reveal how strongly CTs feel about revamping the salary structure or how salient an issue salaries are. However, the fact that one-third of the sample agreed that starting salaries given CTs are not uniform and fair suggests at least some sensitivity on the matter. Although the majority of CTs responded positively to items dealing with Agency benefits, about one-third were uncertain as to what the benefit program consisted of.

## III. Relationships among Trainees

Not a single CT disagreed with the statement, "My CT class gets along well together." Moreover, nearly nine out of ten trainees asserted that members of their class helped one another out when someone fell behind or got into a tight spot.

## IV. CT Staff/Trainee Interpersonal Relations

Between 80 and 90% of the sampled CTs responded favorably to items inquiring about staff/trainee relations. A somewhat unexpected finding,

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and one open to interpretation, was that 90% of the group agreed that assistance and counseling are always available to CTs. This latter result is somewhat at variance with comments made in the open-ended questions. It is not altogether clear whether trainees had in mind the CT staff at Glebe or the staff at [ ] in responding to this question. Clearly, future surveys will have to make explicit the distinction between these two staffs.

#### V. Confidence in Management

CTs expressed a high degree of confidence in the management of the CTP. Three-quarters of the group felt that management was trying to make the CTP the best possible program (only one individual disagreed) and was really interested in the welfare of CTs. The only discordant note in this area concerned the handling of personnel matters. Only one-third of the group could agree that the present "personnel policy" for CTs is a good one.

#### VI. Provisions for Feedback, Evaluation, and Assignments

This broad area of considerable interest was one in which many extreme attitudes -- mostly unfavorable -- were expressed. The lack of systematic feedback to and evaluation of trainees was a major area of concern. Fifty per cent noted that "the way we get evaluated during training leaves a lot to be desired" and 70% felt that "you don't always know where you stand in the training program." This couples meaningfully with the 64% who reported that they didn't have a clear idea of what they'd be doing after training and the 78% who reported a feeling of "uncertainty" among CTs.<sup>1</sup> One

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<sup>1</sup>The Career Training Office has indicated that at the time this attitude survey was conducted, job assignments had in fact not been determined for the "majority" of the group. Subsequently, when assignments were effected, the CTs almost without exception received assignments consistent with their first or second choices.

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manifestation of this uncertainty may be found in a comparison of responses to items 18 and 31. Whereas 64% of the sample agreed on item 18 that there were plenty of good jobs for CTs (3% disagreed), on item 31 only 11% agreed that they personally could be sure of good jobs as long as they did well in training (41% disagreed). To round out this picture, we note that only 50% or less of the sample could agree that the system for making trainee job assignments was an equitable one. The centrality of this issue is suggested in an analysis which revealed that those trainees who disagreed with the statement that "everything possible is done to see that CTs get a fair shake on job assignments" made on the average twice as many unfavorable responses on the entire attitude survey as those trainees who agreed. In a related analysis, CTs who responded "agree" or "uncertain" to the statement, "Decisions affecting our assignments and careers are made with little regard for our own preferences" made significantly more unfavorable responses overall than those trainees who disagreed with the statement.

#### VII. Adequacy of Communication

It's difficult to characterize the pattern of responses to the set of attitude items dealing with communication adequacy. On the one hand, most CTs felt that they were encouraged to make suggestions for improving the CTP and that there was a good way of handling complaints. On the other hand, 77% could not agree that they knew how decisions about CTs are made and slightly more than half noted that they were not kept informed about Agency plans and developments. Slightly less than one-half said they were

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not kept informed on personnel policies and procedures. All in all a mixed picture.

#### VIII. Identification with Agency

Items falling in this cluster seem to tap two different classes of attitudes: sense of "pride" in being in the CTP and sense of feeling part of the Agency. There is clearly considerable pride in being part of the program for the great majority of CTs (86% favorable vs. 4% unfavorable). However, nearly one-quarter of the trainees could not agree with the statement, "I really feel part of the Agency" and nearly one-half could not agree that the longer they were in training, the more they felt this sense of belongingness.

#### IX. Reactions to Questionnaire

CTs gave mixed and typically moderate responses to the items inquiring about the utility of questionnaire surveys. The majority of respondents (50%) were uncertain as to whether any good would come out of filling in the questionnaire. However, 41% did think the questionnaire could result in some good. On a related item, about as many CTs agreed that the survey was a good way to let management know what they were thinking as did not agree. Slightly less than one-third responded with "uncertain" on this question.

#### X. Miscellaneous

This cluster consisted of 12 statements which did not clearly fall into any one of the previous categories. These statements dealt very generally

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with overall expectations and attitudes. Some of the more interesting results follow: (1) with but three or four exceptions, the group of trainees regarded morale of their class as good and discipline as no problem; (2) only three of 70 respondents felt sufficiently discouraged to agree with the statement, "I often get fed up with the CTP and think of quitting"; (3) trainees divided pretty much down the middle when asked if they had been given a fair and accurate picture of the program at the outset (50% thought they had been, 44% disagreed). This is a particularly intriguing finding. If we may assume that the trainees in the class received essentially the same set of briefings and orientation, then the differences expressed on this item are likely to be a function of respondents' general attitudes. In an analysis bearing on this consideration, we found that CTs who thought they had not been given a fair and accurate picture of the program made, on the average, twice as many unfavorable responses as those CTs who thought they had been given such a picture at the outset.

#### COMPARISON OF ATTITUDES OF INTERNAL AND EXTERNAL CTS

Of the 70 CTs in the sample, 19 identified themselves as Internals, 45 as Externals, and six did not give their status. Attitudes of the Internal and External CT groups were compared on the 69 items of the questionnaire. On 11 of the items statistically significant mean differences ( $P \leq .05$ )<sup>1</sup> were

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<sup>1</sup>A P of  $\leq .05$  means that a difference in "average" expressed attitudes as large or larger than that observed could be expected to occur by chance alone fewer than 5 times in 100. We have adopted the convention of regarding differences with an associated  $P \leq .05$  as statistically reliable or non-chance events.

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found, and in all of these cases the expressed attitudes of the Internals were, on the average, more favorable or positive than those of the Externals. Interestingly, seven of the significant differences concerned reactions to training and two concerned identification with the Agency. Table 1 gives the per cent of Internals and Externals responding favorably to the items referenced above.

#### RELATIONSHIP BETWEEN FAVORABLENESS OF ATTITUDES AND RATED PERFORMANCE IN O.C.

Final course grades in O.C. I were obtained for those trainees (N=59) who had identified themselves on the questionnaire. A grade of Proficient was received by 31 of the CTs and a grade of Strong by the remaining 28. To test whether job attitudes were related to these training evaluations, a correlation (biserial) was done between a derived index of general favorableness of attitudes and O.C. I grades. This overall attitude index, computed separately for each trainee in the sample, was the difference between the total number of favorable and unfavorable responses made on 65 of 69 of the questionnaire items. The resulting biserial correlation of .27 was not significantly different from zero ( $P > .05$ ), indicating no evidence for a systematic relationship between the job attitudes a trainee expresses and his training grade in O.C. I.

#### ANALYSES OF RESPONSES TO OPEN-ENDED QUESTIONS

Question one required respondents to "characterize the overall feelings and attitudes of your class toward the CTP." Where possible, responses to this question were assigned to one of three attitude categories: Favorable,

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TABLE 1

ITEMS ON WHICH STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN  
RESPONSES OF INTERNAL (N=19) AND EXTERNAL (N=45)  
CTS WERE FOUND

<u>Items:</u>		<u>Favorable Responses</u>	
		<u>% of Internals</u>	<u>% of Externals</u>
I really feel part of the Agency.	A*	90	55
I can learn a great deal in this program.	A	100	95
The training program is often dull and monotonous.	D	63	36
I get a real sense of accomplishment out of my work in the program.	A	79	56
I am aware of feelings and attitudes among my class that the CT staff doesn't know about.	D	52	16
I'm really doing something worthwhile in the training program.	A	95	57
I'm proud to be in the Career Training Program.	A	100	80
There is a feeling of uncertainty among CTS.	D	32	11
Much of the training is not relevant to a long-term Agency career.	D	89	57
The CTP is an intellectually stimulating program.	A	68	55
I think there should be more on-the-job and less formal training.	D	52	24

\*A = "Agree" response considered favorable.

D = "Disagree" response considered favorable.

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Mixed, Unfavorable. Of 48 responses so classified, 69% were Favorable, 19% Mixed, and 12% clearly Unfavorable.

Responses of the sample to the question, "In what ways, if any, has the CTP been a disappointment to you?" showed, with but one exception, limited overlap. Twenty-nine individuals cited the job assignment system and the uncertainty it engendered as a disappointment. Some of the most unreservedly critical comments were made on this matter. Eight trainees noted the restricted latitude in problem solving -- i.e., the over-emphasis on the "school solution" as a disappointment. Six trainees commented adversely on the career guidance or personal counseling available to them. Other specific areas of disappointment were mentioned by five or fewer respondents.

When asked what specific changes they would suggest to improve the CTP, the trainees in the sample again focused on the assignment system (17 citations). Basically, they called for a more rational, articulated, and professional approach toward handling assignments. Unfortunately, few specific suggestions were offered. Fourteen individuals suggested that more "practical problems" be included in training. (The OC taken by the trainees in this sample had fewer than the usual number of practical problems.) Requests for more career guidance, contact, and feedback from the CTP staff were made by eight trainees. A like number called for a streamlining of the lecture system -- elimination of "outside" and "filler" lectures. Six individuals suggested having smaller classes.

Features of the CTP found most agreeable and worthwhile were the practical

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problems and live exercises (23), the Operation Courses (12), and the professional level of instruction (7). Other plus features were cited by fewer than five respondents.

Appendix C contains a collection of trainee responses to the open-ended section of the questionnaire.

## COMMENTS ON RESULTS

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The results reported above are based on the responses of one group of DDP-bound CTs. This group had, as any sampled group would have had, certain unique experiences and training situations (e.g., fewer practical, live problems, OC II prior to OC I for some, and one of the largest classes ever conducted at [REDACTED]). Since an organization and its programs are in a continual state of flux, it is usually impossible to pre-select a time for giving an attitude survey which will prove any "better" -- that is, which gives more representative and unbiased results -- than any other time. However, this is not to minimize the importance of interpreting and weighting the significance of the attitudes expressed by the CTs in light of what we know about the group per se, the timing of the questionnaire, the number of months the group has been in continuous training. We have tried to observe this caveat in this discussion but recognize the impossibility of being fully cognizant of all the unique factors that might have come into play in shaping the results of this attitude survey.

## RESEARCH IMPLICATIONS

It would be informative and valuable to administer the attitude survey

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under discussion to trainees entering other than the Clandestine Service. Present results can legitimately be generalized to only DDP-bound trainees.

Another promising research approach would be to administer the attitude survey (with some modifications) to CTs at various points in their Agency careers in order to ascertain changes over time and to evaluate the impact of specific career experiences. For example, a survey might be conducted immediately after the running of OFC, at the end of formal training, and again eight to 12 months after the trainee has been assigned to an operating component. The attitudinal information from trainees on the job would be especially relevant to the question of short-term effects of the uncertainty, concern, and in many cases, negative attitudes toward the handling of job assignments. Is there a carry-over of the general uncertainty and anxiety evidenced late in the training period to the job setting months later?

In the last analysis, the value of attitude research lies in its demonstrable correlates with management-keyed criteria -- e.g., job performance, potential, system effectiveness, attrition, etc. Work on these important questions is planned.

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APPENDIX A

Career Trainee Attitudinal Survey

The Agency in general, and the Career Training Staff in particular, have continuing interest in how you feel about the Training Program, your relationships with the Training Staff and the rest of the Agency, your job as a Trainee and your future. To help you express your feelings freely and frankly, an attitudinal survey of CTs is being made. To do this efficiently, we are using the questionnaire that you have.

OMS's Psychological Research Branch is conducting this survey and will analyze all the data. No one but the researchers will ever see any of the answered questionnaires.

We are only interested in how various groups of Trainees feel, not in individuals. As we wish to relate attitudes to other data, we will need your name and certain other background information. Under no circumstance, however, will your completed questionnaire be seen by people in a position to make decisions about you as individuals. To repeat: We are interested only in the reactions of groups of employees. Only group data will be presented to the CT Staff.

Comments you may write will be summarized, rewritten, and typed so that no one can be identified by handwriting, manner of expression or specific comments. These precautions are being taken because we want you to be frank and sincere in filling out the questionnaire.

Now is your opportunity to communicate your attitudes anonymously and have them analyzed and summarized in a systematic manner.

We thank you for your cooperation.

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INSTRUCTIONS

The attached attitudinal survey consists of a number of statements. Read each statement carefully and decide how you feel about it. You will agree with some statements, and you will disagree with others. You may be uncertain about some. Five possible answers have been provided for each statement:

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

Choose the answer most like your own opinion, and on the answer sheet provided enter the number of your answer (1, 2, 3, 4, or 5) in the space beside the statement number.

Do not spend too much time on any one statement. If you cannot decide about a statement, enter the number "3" corresponding to "Uncertain" in the space beside that statement number on the answer sheet, and go on. Some of the statements may not be worded exactly the way you would like them. However, answer them the best way you can. Be sure to answer every statement. Leave no blanks. Enter only one answer for each statement. The last page of this survey consists of open-ended questions. Please write your comments in the space provided.

Now, remove the answer sheet, enter the requested identifying information, and begin with statement one.

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STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5
1. _____		24. _____		47. _____
2. _____		25. _____		48. _____
3. _____		26. _____		49. _____
4. _____		27. _____		50. _____
5. _____		28. _____		51. _____
6. _____		29. _____		52. _____
7. _____		30. _____		53. _____
8. _____		31. _____		54. _____
9. _____		32. _____		55. _____
10. _____		33. _____		56. _____
11. _____		34. _____		57. _____
12. _____		35. _____		58. _____
13. _____		36. _____		59. _____
14. _____		37. _____		60. _____
15. _____		38. _____		61. _____
16. _____		39. _____		62. _____
17. _____		40. _____		63. _____
18. _____		41. _____		64. _____
19. _____		42. _____		65. _____
20. _____		43. _____		66. _____
21. _____		44. _____		67. _____
22. _____		45. _____		68. _____
23. _____		46. _____		69. _____

Name \_\_\_\_\_ Internal CT \_\_\_\_\_ External CT \_\_\_\_\_ (check one)  
 If assigned, enter initials of Directorate to which assigned \_\_\_\_\_  
 If not assigned, enter initials of Directorate to which you expect to be assigned \_\_\_\_\_  
 Directorate to which you would prefer being assigned \_\_\_\_\_

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1. In my opinion, the pay here is lower than in comparable outside programs.
2. They should do a better job of handling salary matters here.
3. I understand what the Agency benefit program provides for employees.
4. Members of my CT class help each other out when someone falls behind or gets in a tight spot.
5. Those responsible for the CTP are always breathing down our necks; they watch us too closely.
6. CTs are given adequate praise and credit for work well done.
7. Everything possible is done to see that CTs get a fair shake on job assignments.
8. If I have a complaint to make, I feel free to talk to someone up the line.
9. I feel that the CTP fully prepares you for your first Agency assignment.
10. The Agency is trying to make the CTP the best possible program.
11. The Agency sees to it that there is cooperation among the various people responsible for our training.
12. We are kept informed about Agency plans and developments.
13. We are encouraged to make suggestions for improving the Career Training Program.
14. Decisions affecting our assignments and careers are made with little regard for our own preferences.
15. The importance of the CTP is fully appreciated by the Agency.
16. The longer I'm in training, the more I feel a part of the Agency.
17. I have little opportunity to develop my abilities in training.
18. There are plenty of good jobs for CTs who want to get ahead.
19. They expect too much work from CTs.
20. Poor working conditions keep me from doing my best in the training.
21. Starting salaries given CTs are uniform and fair.
22. My CT class gets along well together.
23. The CT staff is always fair in their dealings with me.

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24. By and large, those responsible for the CTP impress me with their honesty and sincerity.
25. Management here is really interested in the welfare of Career Trainees.
26. I usually know what is expected of me in the program.
27. I know how the CTP fits in with the overall mission of the Agency.
28. I often get fed up with the CTP and think of quitting.
29. Those responsible for the CTP keep us in the dark about things we ought to know.
30. Longevity is the main basis for promotion around here.
31. I can be sure of a good job as long as I do well in training.
32. I have plenty of freedom to use my own judgment in training.
33. Too many people involved in the CTP try to boss us around.
34. I really feel part of the Agency.
35. Promotional opportunities for CTs are fair.
36. I can learn a great deal in this program.
37. The training program is often dull and monotonous.
38. I get a real sense of accomplishment out of my work in the program.
39. There is too much pressure on CTs.
40. My salary is enough to live on comfortably.
41. I'm satisfied with the way employee benefits are handled here.
42. The employee benefit program here is O.K.
43. From what I've heard, CTs of today are as good as CTs of five years ago.
44. The people over us really try to get our ideas about things.
45. CTs are given a fair and accurate picture of the program at the outset.
46. The personnel policy for CTs is a very good one.

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47. Management ignores our suggestions and complaints.
48. The CTP is well thought out and smoothly and efficiently run.
49. I am aware of feelings and attitudes among my class that the CT staff doesn't know about.
50. They have a poor way of handling complaints around here.
51. Discipline is a problem among Career Trainees.
52. You can say what you think around here.
53. The morale of the trainees in my class is good.
54. You always know where you stand in the training program.
55. I'm really doing something worthwhile in the training program.
56. I'm proud to be in the Career Training Program.
57. The way we get evaluated during training leaves much to be desired.
58. I have a clear idea of what I'll be doing after training.
59. Overall, the training program is too long.
60. As CTs, we have little contact with people outside the CTP.
61. There is a feeling of uncertainty among CTs.
62. Much of the training is not relevant to a long term Agency career.
63. The CTP is an intellectually stimulating program.
64. We are kept informed on personnel policies and procedures.
65. I think there should be more on-the-job and less formal training.
66. I know how decisions about CTs are made.
67. Assistance and counseling are always available to CTs.
68. Filling in a questionnaire like this is a good way to let management know what Career Trainees think.
69. I think some good may come out of filling in a questionnaire like this.

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Please Comment on the Following:

1. How would you characterize the overall feelings and attitudes of your class toward the CTP?
2. In what ways, if any, has the CTP been a disappointment to you?
3. What specific changes would you suggest to improve the CTP?
4. What features of the CTP did you find most agreeable and worthwhile?

Additional comments:

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APPENDIX B

DISTRIBUTION OF RESPONSE PERCENTAGES TO  
CT ATTITUDE QUESTIONNAIRE

I. GENERAL REACTIONS TO TRAINING

9. I feel that the CTP fully prepares you for your first Agency assignment.	3*	33	41	20	3
17. I have little opportunity to develop my abilities in training.	3	13	7	61	16*
19. They expect too much work from CTs.	1	10	1	76	11*
20. Poor working conditions keep me from doing my best in the training.	0	9	0	66	26*
32. I have plenty of freedom to use my own judgment in training.	4*	46	9	36	6
36. I can learn a great deal in this program.	37*	59	1	3	0
37. The training program is often dull and monotonous.	16	34	7	41	1*
38. I get a real sense of accomplishment out of my work in the program.	3*	59	10	27	1
39. There is too much pressure on CTs.	0	10	6	73	11*
55. I'm really doing something worthwhile in the training program.	7*	59	26	6	3

\*Indicates most favorable response.

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59. Overall, the training program is too long.	1	17	23	49	10*
62. Much of the training is not relevant to a long-term Agency career.	1	4	29	57	9*
63. The CTP is an intellectually stimulating program.	7*	49	16	24	4
65. I think there should be more on-the-job and less formal training.	19	24	26	30	1*

II. PAY AND BENEFITS

1. In my opinion, the pay here is lower than in comparable outside programs.	10	48	16	25	1*
2. They should do a better job of handling salary matters here.	7	27	16	43	7*
3. I understand what the Agency benefit program provides for employees.	0*	50	21	27	1
21. Starting salaries given CTs are uniform and fair.	3*	23	40	23	11
40. My salary is enough to live on comfortably.	0*	51	9	33	7
41. I'm satisfied with the way employee benefits are handled here.	3*	56	33	6	3
42. The employee benefit program here is O.K.	3*	59	33	3	3

III. RELATIONSHIPS AMONG TRAINEES

4. Members of my CT class help each other out when someone falls behind or gets in a tight spot.	19*	66	9	6	1
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\*Indicates most favorable response.

22. My CT class gets along well together.

39\* 60 1 0 0

IV. CT-STAFF TRAINEE INTERPERSONAL RELATIONS

5. Those responsible for the CTP are always breathing down our necks; they watch us too closely.

1 9 6 70 14\*

23. The CT staff is always fair in their dealings with me.

14\* 66 13 6 1

33. Too many people involved in the CTP try to boss us around.

0 4 6 76 14\*

67. Assistance and counseling are always available to CTs.

13\* 77 1 7 1

V. CONFIDENCE IN MANAGEMENT

8. If I have a complaint to make, I feel free to talk to someone up the line.

23\* 60 9 4 4

10. The Agency is trying to make the CTP the best possible program.

20\* 56 23 1 0

11. The Agency sees to it that there is cooperation among the various people responsible for our training.

7\* 47 21 19 6

24. By and large, those responsible for the CTP impress me with their honesty and sincerity.

13\* 57 17 10 3

25. Management here is really interested in the welfare of Career Trainees.

10\* 66 14 6 4

\*Indicates most favorable response.

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46. The personnel policy for CTs is a very good one.	6*	26	51	12	6
47. Management ignores our suggestions and complaints.	1	4	20	67	7*
48. The CTP is well thought out and smoothly and efficiently run.	1*	51	27	20	0

VI. PROVISIONS FOR FEEDBACK, EVALUATION, AND ASSIGNMENTS

6. CTs are given adequate praise and credit for work well done.	4*	53	17	21	4
7. Everything possible is done to see that CTs get a fair shake on job assignments.	3*	20	50	16	11
14. Decisions affecting our assignments and careers are made with little regard for our own preferences.	4	9	37	41	9*
26. I usually know what is expected of me in the program.	9*	73	7	10	1
54. You always know where you stand in the training program.	1*	14	14	51	19
57. The way we get evaluated during training leaves much to be desired.	16	34	17	30	3*
58. I have a clear idea of what I'll be doing after training.	4*	17	14	33	31

VII. ADEQUACY OF COMMUNICATION

12. We are kept informed about Agency plans and developments.	3*	30	16	36	16
13. We are encouraged to make suggestions for improving the Career Training Program.	21*	73	0	6	0

\*Indicates most favorable response.

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27. I know how the CTP fits in with the overall mission of the Agency.	11*	57	20	7	4
29. Those responsible for the CTP keep us in the dark about things we ought to know.	14	19	23	43	1*
44. The people over us really try to get our ideas about things.	9*	54	17	19	1
50. They have a poor way of handling complaints around here.	1	10	7	73	9*
52. You can say what you think around here.	10*	56	10	21	3
64. We are kept informed on personnel policies and procedures.	1*	33	19	37	10
66. I know how decisions about CTs are made.	1*	6	16	57	20

VIII. IDENTIFICATION WITH AGENCY

16. The longer I'm in training, the more I feel a part of the Agency.	3*	41	10	30	16
34. I really feel part of the Agency.	7*	56	14	23	0
56. I'm proud to be in the Career Training Program.	20*	66	10	4	0
60. As CTs, we have little contact with people outside the CTP.	21	53	4	20	1

IX. GENERAL EXPECTANCIES AND ATTITUDES

15. The importance of the CTP is fully appreciated by the Agency.	7*	40	43	10	0
18. There are plenty of good jobs for CTs who want to get ahead.	11*	53	33	3	0

\*Indicates most favorable response.

28. I often get fed up with the CTP and think of quitting.	1	3	4	64	27*
30. Longevity is the main basis for promotion around here.	1	4	33	44	17*
31. I can be sure of a good job as long as I do well in training.	0*	11	47	40	1
35. Promotional opportunities for CTs are fair.	11*	51	27	10	0
43. From what I've heard, CTs of today are as good as CTs of five years ago.	10*	43	31	11	4
45. CTs are given a fair and accurate picture of the program at the outset.	4*	46	6	31	13
49. I am aware of feelings and attitudes among my class that the CT staff doesn't know about.	13	37	21	27	1*
51. Discipline is a problem among Career Trainees.	1	6	0	61	31*
53. The morale of the trainees in my class is good.	26*	67	1	6	0
61. There is a feeling of uncertainty among CTs.	24	54	4	17	0*

X. REACTIONS TO QUESTIONNAIRE

68. Filling in a questionnaire like this is a good way to let management know what Career Trainees think.	3	31	29	23	14
69. I think some good may come out of filling in a questionnaire like this.	0	41	50	4	4

\* Indicates most favorable response.

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APPENDIX C

POTPOURRI OF TRAINEE RESPONSES TO OPEN-ENDED  
QUESTIONNAIRE ITEMS

1. How would you characterize the overall feelings and attitudes of your class toward the CTP?

I believe, for want of better terms, that a serious credibility gap exists between the class and the CTP.

The attitude and feelings of my class toward the CTP can be characterized by pride to be part of the program.

It ranges from those who have been long term internals, to whom this is the finest thing that has ever happened to them, to others -- myself included -- who find it a boring, rather anti-intellectual program aimed at turning out safe people.

It is a good program, fine instructors, and excellent facilities. Most CTs, however, feel they are being ignored by Headquarters.

2. In what ways, if any, has the CTP been a disappointment to you?

The process of selecting individuals for assignments is atrocious. Greater effort should be made by the CT staff to set up professional interviews at Headquarters upon completion of training. Interviews are now held in the bar, at one-hour lunches, and in Headquarters corridors. The CTP staff should insist that Area Divisions set up interviews at Headquarters. Students presently have to crawl around begging for jobs at Headquarters and in the bar here.

Primarily in the "live" agent problem situation where everyone is channeled towards the "school solution." I think this hinders the student in the long run. He is not allowed to think on his feet -- as it would be in a real situation.

There should be much more practical work without a set school solution so we can be judged more on our common sense and initiative and the classes should be much smaller so we can get better individual training.

I am not sure what or whom the DDP is looking for.

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Never knowing where one stands in relation to his peers, former CT classes, future assignments, etc.

Given the fact that it is subject to strengths and weaknesses like everything else, I have not been disappointed. I have learned a great deal.

3. What specific changes would you suggest to improve the CTP?

More individual tutoring, less group learning, group actions; reduce the size of the class.

Closer career guidance -- keep CTs informed about decisions being made concerning them. Grading system is rotten -- Our class, unbeknown to the faculty, typed out the same report four different times and submitted it to four different faculty members. The grades by each, on the same report, were A-, P-, S, S. Obviously a change is needed.

That a modern personnel system be utilized which is as responsive to trainees as it is to management.

First of all, a more honest and frequent appraisal from Glebe [ ] on an individual's progress, job opportunities, etc. More practical work such as our final Phase I operation.

Discontinue pampering new CTs and inform them in the beginning that they are expected to accept training and assignments as part of their employment contract.

4. What features of the CTP did you find most agreeable and worthwhile?

The comprehensiveness of the experience that the staff makes available to the CTs and the quality of the staff professionally.

The training itself was excellent and should prove to be valuable preparation for a career.

It is the most comprehensive and honest training endeavor I have ever participated in.

The quality, level, and substance of the training program and the type of people that are selected as CTs.

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Additional comments:

I think serious consideration should be given to defining the WAPSO grading system. Among instructors and fitness report writers at Headquarters, a P or an S seem to have a quite different meaning.

I sometimes have the impression that the CTP wants an average guy who can fit into the bureaucratic organization with the least amount of flutter.

Especially happy and favorably impressed over the concern shown to us as individuals by many individuals and thus, apparently, by the Agency itself.

25X1 This questionnaire does not differentiate between life here at "the  
[ ] and our relationship to the CT office at Glebe Road. They  
are different beasts and cannot be commented upon as one. While we  
25X1 may feel that the [ ] staff is candid and sympathetic to our  
requests and inquiries, we may feel quite different about those at  
Glebe who pull the strings.

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